MISSISSIPPI
LIBRARIES

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On the cover: *True Colors* by Braley Reed, Assistant System Admin / PIO / Webmaster at Madison County Library System
The True Colors piece symbolizes integrity and the beauty we can achieve when we endeavor to show our true selves. Most of us live behind a mask, never really putting ourselves out there in fear of rejection or abandonment because of our weaknesses and flaws. But this work of art dares us to come out behind the mask and show the world who we truly are, flaws and all, because even our flaws and weakness can be used for the greater good.

President's Page

MLA leaders and members have been very busy in the last several months working to advance library support and visibility. Advocacy efforts targeting our state lawmakers have gotten great coverage by the press, which we certainly hope will yield positive returns. At our Legislative Day Jan. 31, organized by Legislative Chair, Meredith Wickham, Director of First Regional Library System, MLA members and officers were interviewed by a reporter from the Associated Press, who took notice of the oversized pennies on display. These effective props were created by National Library Week Chair and Public Relations Officer at First Regional Library System, David Brown. The enormous pennies were intended to underscore this year's theme: "My Two Cents," based on ALA data that nationwide, libraries receive less than two cents per tax dollar. In Mississippi, that amount is even lower. The AP article appeared in several local newspapers throughout the state, amplifying our advocacy message.

Besides informing the media, librarians and supporters set up information stations in the Rotunda at the Capitol highlighting exciting programs and work being done around the state. In between visiting the chambers, MLA members met with representatives from around the state. In addition, MLA was recognized in the House and Senate, and pies were delivered to legislators to remind them of Mississippi libraries when cutting up the tax-funding pie. We were pleased to have MLC Executive Director, Hulen Bivens, and MLC staff on hand to support our efforts, and we look forward to joining them for Library Day on March 12. These combined and sustained efforts help us be heard by decision-makers, and lead to better support for all Mississippi libraries.

To enhance our communications with legislators, we recently worked with ALA to set up Engage software that allows members and supporters to easily contact their elected officials via email and to be "virtual advocates." We hope this added means of promoting our message will assist in our work to ensure strong support for libraries.

On the national level, ALA altered their Advocacy Day plans, holding an event from Feb. 25-27 separate from the usual Mid-Winter and Annual meetings. Meredith Wickham attended on behalf of MLA. She and state association leaders from around the country met with congressional leaders and staff to talk about library needs.

I attended ALA's Mid-Winter Conference in Seattle Jan. 25-29. We had an informative Chapter Leaders' Workshop that gave us many productive ideas for recruiting and engaging members that I will be sharing with our board.

I hope that you will join use in advocating for Mississippi libraries and for our important mission.

STATE OF MISSISSIPPI

Office of the Governor

PROCLAMATION

WHEREAS, today's libraries are not just about books but what they do for and with people; and

WHEREAS, libraries of all types are at the heart of cities, towns, schools and campuses; and

WHEREAS, libraries have long served as trusted and treasured institutions where people of all backgrounds can be together and connect; and

WHEREAS, libraries and librarians build strong communities through transformative services, programs and expertise; and

WHEREAS, libraries, which promote the free exchange of information and ideas for all, are cornerstones of democracy; and

WHEREAS, libraries promote civic engagement by keeping people informed and aware of community events and issues; and

WHEREAS, librarians and library workers partner with other civic organizations to make sure their community needs are being met; and

WHEREAS, libraries and librarians empower their communities to make informed decisions by providing free access to information; and

WHEREAS, libraries are a resource for all members of the community regardless of race, ethnicity, creed, ability, sexual orientation, gender identity or socio-economic status, by offering services and educational resources that transform lives and strengthen communities; and

WHEREAS, libraries, librarians, library workers and supporters across America are celebrating National Library Week:

NOW, THEREFORE, I, Phil Bryant, Governor of the State of Mississippi, do hereby proclaim the week of April 7-13, 2019, as

NATIONAL LIBRARY WEEK

in the State of Mississippi and encourage all residents to visit the library this week and explore what's new at your library and engage with your librarian.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Mississippi to be affixed.

DONE in the City of Jackson, on the 4th day of March in the year of our Lord, two thousand and nineteen, and of the Independence of the United States of America, the two hundred and forty-third.

PHIL BRYANT
GOVERNOR

Working, But Not For All

A Webometric Study of Disability Information on the Web Sites of Mississippi's Community College Libraries

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INTRODUCTION

Disabilities can range from physical, mental, intellectual, and sensory. Within each type of disability, more specific issues exist, some seen, and some are unseen. A disability should not hinder a person from living an independent lifestyle. Provisions must be made for them. People with disabilities have rights that are sometimes overlooked in many professions including librarianship. The library is a place of service and in order to serve people with disabilities, librarians must be prepared. There are physical as well as virtual responsibilities to provide assistance to people with disabilities.

The convenience of the Internet being fast, organized, simple, and flexible, all seems so grand, but what about those that need to connect an assistive technology device to read, or voice to text? Web developers and librarians tend to leave out or lack provisions for people with disabilities on websites. Bruyere (2008) noted that web designers and librarians must not assume that average persons are the only ones using the website. People with disabilities have devices that help them to function in society, if creators and designers provide a path for them to have access. Web designers should be aware that not providing access for people with disabilities is discrimination or violation of the many laws in place to provide and protect them.

STATEMENT OF PROBLEM

The purpose of this study is to examine academic library websites of the 15 community colleges in the state of Mississippi for information related to each library's disability-related services, programs, and technologies.

RESEARCH QUESTIONS

R1. How accessible are the 15 community college websites in the state of Mississippi, based on accessibility software?

R2. What types of Web 2.0 tools are available on the 15 community college websites in the state of Mississippi?

R3. What kinds of directional (maps for handicap access) information do these libraries offer, if any?

R4. What indication is there, if any, that these libraries offer librarian assistance for users with disabilities?

R5. What types of equipment or forms of assistive technology are available for users with disabilities in this study?

DEFINITIONS

Academic Library: "Academic Library is defined as the library associated with a degree-granting institution of higher education." (ALA Academic Libraries, 2018)

Accessible: "Accessibility focuses on how a disabled person accesses or benefits from a site, system, or application. Accessibility is an important part of the designing your site and should be considered throughout the development process. Section 508 is the governing principle and it requires that all government information be accessible to disabled users." (Accessibility basics, 2018)

Americans with Disabilities Act (ADA): This law came into existence in 1990 to require the United States government and businesses to provide and protect the civil rights of individuals with disabilities. (ADA, 2018)

Assistive Technology: is any type of devise used to help a person with a disability. (ECTACenter.org, 2018)

Individuals with Disabilities: "An individual with a disability is defined by the ADA as a person who has a physical or mental impairment that substantially limits one or more major life activities, a person who has a history or record of such an impairment, or a person who is perceived by others as having such an impairment." (A Guide to Disability Rights Laws, 2018)

World Wide Web Consortium (W3C): "The World Wide Web Consortium (W3C) is an international organization committed to improving the web. W3C sets standards for the World Wide Web (WWW) to facilitate interoperability and cooperation among all web stakeholders." (Techopedia, n.d.)

Web Content Accessibility Guidelines (WCAG): "to create Web

content that is perceivable, operable and understandable by the broadest possible range of users and compatible with their wide range of assistive technologies, now and in the future." (American Library Association, n.d.)

Webometrics: is known as cybermetrics, which studies the Internet as a tool. "Description and evaluation of the impact of the Internet as a scholarly communication tool, primarily by means of quantitative analysis of Web-based scholarly and scientific communications." (Reitz, 2018)

Delimitations

This study does not include community college websites in general, but only the library web pages. It does not include a review of databases for assistive technology capabilities nor what databases are available or not available.

Assumptions

For the purpose of this study, it is assumed that the community colleges may or may not have complete and fully-functional websites with accurate and complete information. A list of Mississippi community college websites is provided in Appendix A.

Importance of Study

This study is important because community colleges hold the largest number of students with disabilities in attendance, seeking to advance in their education (Bruyere, 2008). Even though all students need to use the academic library on campus, students with disabilities need assistance to retrieve documents, research, copy, use assistive technologies, special assistance, etc. (Bruyere, 2008).

LITERATURE REVIEW

According to Bruyere (2008), community colleges receive more students with disabilities than any other institution of higher education. Community colleges have a variety of career and technical programs, workforce development programs, educational outreach services, and academic programs to offer all students. With the many programs offered by community colleges, students with disabilities can find their niche. However, to find that niche, all students have to access the academic library's website as well as the college's website. Library websites include a collection of resources that all students, including students with disabilities, should be able to access from anywhere.

The Web is the standard way information is retrieved, sent, and stored (Smith, 2014). Being that it has become the standard, guidelines are in place to create equal access for all (Smith, 2014). Bruyere (2008) noted that the lack of accessibility on college websites can hinder students with disabilities from receiving the necessities needed to advance in an education. She shared how some community colleges complied and how some did not comply with the Section 508 of the Rehabilitation Act of 1973 and went on to expound on the difference in usability and accessibility of a website. Bruyere (2008) conducted a study with Cornell researchers who used webaccesstool-kit.org to pinpoint inadequate features of community college websites and ensure assistive devices have access. This is also a recommended software by the World Wide Web Consortium (W3C) (Swan, 2008).

Schmetzke and Comeaux (2009)

examined accessibility with the software Bobby, which identifies elements not in accordance with the WCAG guidelines and the Section 508 standard. They go on to explain what makes an accessible website which are "provision of ALT tags for nontextual elements, such as images, animations and image map hot spots; meaningful link text; logical and persistent page organization, and the inclusion of skip navigation links" (Schmetzke & Comeaux, 2009).

This research continued to reveal barriers that hinder website and redesign of website accessibility over a period of time. Cassner, Maxey-Harris, and Anaya (2011) examined all services provided in academic libraries for people with disabilities and delivered suggestions. Many of the discussions delivered solutions to situations that are commonly missed in the library far as providing for people with disabilities. An observance made by Cassner, Maxey-Harris, and Anaya (2011) noted that it is a need for staff training on assisting people with disabilities. They recommended that library staff receive "attitudinal training, equipment training, service training, and legal information on the ADA requirements."

Many laws are in place to assist students with disabilities in life, especially in education. Green (2009) reviewed policies and procedures that academic libraries should have in place to cater to students with disabilities. These policies and procedures address the accessibility of the library websites and physical components as well. Green (2009) explained that the Rehabilitation Act of 1973, Americans with Disabilities

Act (ADA), Tech Act, Carl D. Perkins Vocational and Applied Technology Education Act Amendments and the Office of Civil Rights (OCR) along with who and what are under each act. Cases were also used as examples to exemplify how the law is applied. Schmetzke and Comeaux (2009) looked into the requirements for website meeting the needs of people with disabilities. To ensure websites conformed to the W3C's Web Accessibility Guidelines (WCAG) and the Section 508 of the Rehabilitation Act were used.

Erickson, Trerise, VanLooy, Lee, and Bruyere (2009) explained that common action created for everyone, but it was not well-thought out to provide access to all, can lead to or be discrimination. Erickson, Trerise, VanLooy, Lee, and Bruyere (2009) viewed the mandatory use of websites that are in many cases inaccessible as "a discriminatory environment for students with disabilities." Students with disabilities need the assistance in the online environment that colleges are so adamant about in the 21st century. Erickson, Trerise, VanLooy, Lee, and Bruyere (2009) conducted a research study to determine the magnitude of the Internet-provided services, to reveal student accessibility and usability, and to focus on making Internet-based services better on the community college campus.

Power and LeBeau's (2009) research deals with visually-impaired students using the databases on academic library websites and the caliber of their needs being met. This research included vendors that deliver the major databases for academic library websites and whether vendors supported their databases

by allowing persons with visual impaired disabilities to test them. Power and LeBeau (2009) suggested that academic libraries to turn up the heat on vendors and hold them accountable for quality databases that provide usability and accessibility to the students with disabilities.

According to Parmanto and Zeng (2005), to assess websites a host of metrics are needed to examine the size, depth, rigor, and components involved in the makeup of web pages. The checkpoints that reveal reliable websites were derived from the Web Content Accessibility Guidelines 1.0 (WCAG) and the Section 508 Guidelines, which intertwine to produce three conformance levels. These levels are the approval ratings for tested websites giving people with disabilities certainty to use with limited flaws. In related studies, Bobby was used, an automatic assessment tool that allows comparison of website objects and it produces results of either accessible or inaccessible. However, Parmanto and Zeng (2005) believes that reliable web accessibility metrics should include the following: quantitative scores, resulting values that give an accurate gauge of website performance, consider the size and rigorous development of the websites, and use a scale to evaluate various sizes. Parmanto and Zeng (2005) noted that measuring is the best way to enhance scientific research of website accessibility.

The 21st century is about technology, where everyone is getting tech savvy. However, everyone cannot be tech savvy unless access is given to people with disabilities because they may need to use a device to communicate via the Web. This is a serious

issue and laws are in place to ensure people with disabilities receive access. Even though the government is involved, many organizations are advocating for web accessibility. Web designers must provide the access on the website, so everyone can live with technology in the 21st century.

METHODOLOGY

The methodology of this research was a webometric analysis. Each community college library website in the state of Mississippi was viewed and information recorded for the components asked in the research questions. The data for this study were recorded in a Microsoft Excel table with headings in each column: accessibility, publicity (attracting individuals with disabilities), contact information to a person familiar with specific for disabilities, designated areas for individuals with disabilities on website, and online tutorials. Basically, a table for each question to address the dynamics of websites in detail.

Data Collection and Analysis

The information was obtained from the Mississippi community college websites listed in Appendix A. The webaccesssibility.com software evaluated the websites for accessibility. After each community college website address was entered in the software a report was printed and compared with others.

Procedures

The Mississippi community college website's homepages were examined, looking for useful links on the homepage, menus, web tutorials, and tools to assist students with disabilities. Data were collected and

stored in an Excel spreadsheet, to generate tables to show a graphical picture of the data. The academic library websites were analyzed to show accessibility, available tutorials, maps, contact information, etc.

LIMITATIONS

This research was limited to the information posted on the 15 community college websites in the State of Mississippi and the results are not generalizable to community college websites in other states. If a link did not work on the website, the academic library was not contacted. The software to check accessibility was free software that was Internet based.

PRIVACY AND ETHICS

Privacy is not an issue, because the 15 community colleges in the State of Mississippi all are public institutions with public websites. The gathering of information did not include any persons nor any risks or issues with confidentiality and/or privacy. This research did not require any clearance from the IRB.

RESULTS

R1. How accessible are the 15 community college websites in the state of Mississippi, based on accessibility software?

Using the Web Accessibility website to evaluate the 15 community college websites in the state of Mississippi showed that few websites were close to the level of compliance according to the Web Content Accessibility Guidelines (WCAG) 2.0. None of the websites ranked on the three levels that exist with Level Access Company (Figure 1). The levels are A, AA, and AAA. The lowest level A has a rating of 93-95; the

Figure 1. Web Accessibility Compliance Rating
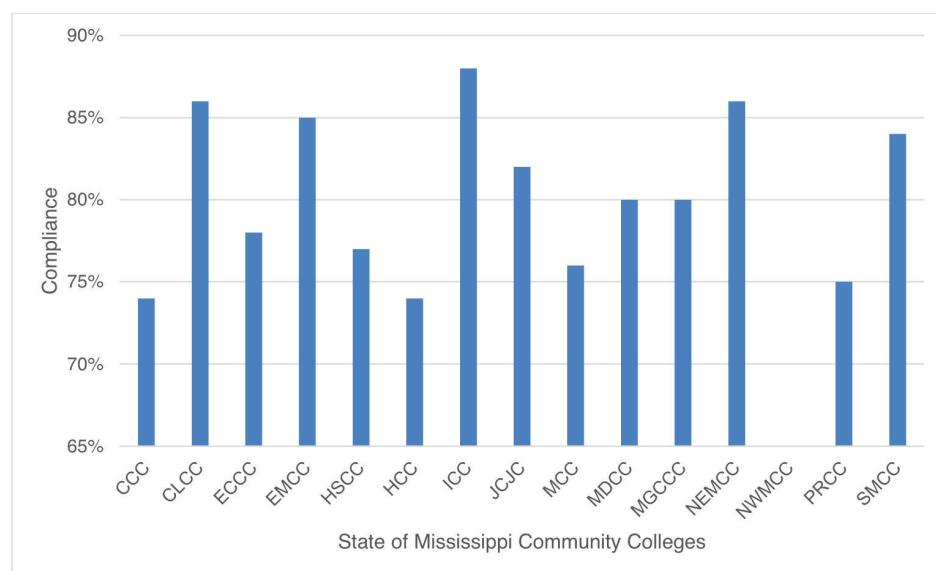
standard level AA has a rating of 95 to 97; and the highest-level AAA has a rating of 97 to 100.

The software only examines five pages of the library website address given, to show a glimpse of the functioning of the website and whether the website is designed to serve people with disabilities. This examination reveals the violations that hinder people with disabilities from fully using the website. After the software scanned the library websites, a list of violations was generated, and a list of the violations labeled as best practices was displayed along with the number of occurrences for the organization. From the list of 15 Mississippi Community College, one of the college websites would not produce results with the www.webaccessibility.com software. The report was blank.

R2. What types of Web 2.0 tools are available on the Mississippi community college websites?

Mississippi Community Colleges are using Web 2.0 tools to enhance library services for students,

faculty, and the community. Some of the Web 2.0 tools are common and some are advanced. Then there is the issue of some libraries using the bare minimum in Web 2.0 tools to post tutorials and some using all the tools to enhance students' educational experience (Table 1).

In a majority of the community colleges, the library social media webpage was underdeveloped and lacked updated posts. Some libraries used the social media logo but the page lacks photos as well as past and present events. One college posted only the hours of operation. The social media hyperlinks look professional on the library website, but it is just a look, not an ongoing cycle that exhibits the library as a place of learning, excitement, or community. A popular Web 2.0 tool shared in the Mississippi Community College libraries is Ask a Librarian, which is a live online reference librarian answering questions via the Internet. Some schools call it a different name such as 24/7 Librarian, Ask a Librarian, or Online Help from a Librarian. All of these link library patrons

Table 1. Web 2.0 Tools and Number of Mississippi Community Colleges (list in rank order – greatest to least)

Ask a Librarian	8
Facebook	7
Tutorials	7
Twitter	6
Pinterest	6
Instagram	5
eBooks	5
Campus News	4
Film on Demand	4
Cloud Apps to Print	4
Google Scholar	3
Overdrive ebooks	3
Blogs	2
YouTube	2
Flipter	2
eLibrary	2
Tumblr	1
LinkedIn	1
Library Mobile	1
Books on the go	1
Homework Help	1
Library link in Quick Links	1

directly to the questonpoint.org website to a 24-hour reference librarian. Even though only some of the community colleges have the link, all of the community colleges are listed in the dialog box.

R3. What kinds of directional (maps for handicap access) information do these libraries offer, if any?

There are maps, but none to identify accessibility for people with disabilities, such as handicap parking spaces, lifts, ramps, toilets, automated entries, or special seating/furniture. Only Coahoma Community College and Jones County Community College shared a floor plan in a pdf file on the library website. The floor plans are limited, only identifying elevators, restrooms, study areas, and hallways, nothing to assure people with disabilities that they are a part of the library community. The other 13 Mississippi Community College libraries do not share any type of map nor floor plan so that patrons will not have to dig to discover information about disability services in the library. If library patrons with disabilities read the available library handbook, information is available in paragraph form about locations of designated areas for people with disabilities.

R4. Does the library have a librarian with the title, designated to assist users with disabilities?

After viewing the 15 Mississippi Community Colleges websites it showed only one library that has an individual named with a title that could assist students with disabilities. All the other community college websites list general information such as the library director, librarian, and library technical assistant. Jones County Junior College list the person to assist as Library Assistant ADA Test Accommodation Clerk.

R5. What assistive technology are available for users with disabilities?

Many of the community colleges do not list assistive technology with easy access on the library websites. No two community college libraries have the same equipment. Pearl River Community College uses computer software Jaws, a screen reader; Dragon, a dictation software; and Open Book, which converts scanned text to a file. Assistive technology equipment used in the library is a mouse called EasyCat and scanner. Northwest Community College has a list of equipment for each library location, and their assistive technology is a SARA (Scanning & Reading Appliance), which scans the text and reads the text aloud. Northwest Community College has three locations, but SARA is only at the Senatobia location.

Many of the Mississippi Community College websites did not have an online handbook or guide to give details of services for students with disabilities. In addition, there are no hyperlinks to easily navigate to discover services. If there is any information, it is in paragraph form.

DISCUSSION AND CONCLUSION

No longer is building access an issue for students with disabilities, but now the issues are compliance with the WCAG 2.0. Web Content Accessibility Guidelines 2.0 (WCAG 2.0) and W3C state that websites must be built so that users can identify with it, use it, understand the information and the functions of the website so that it supports many users with various needs. Billingham (2014) goes on to explain the levels of testing to get the websites up to standard and above. The lowest level A, what the community colleges in this study rated, is the level that more groups may not be able to use the website fully, level AA there is difficulty in using the website, and at level AAA user will have problems with information in the document.

The results of this study indicate that the most popular Web 2.0 applications on Mississippi community

college library websites is "Ask a Librarian" (53%), followed by library tutorials and Facebook (47% each). Only two (13%) of the websites in this study had floor plans on their library websites, and those did not include accessibility-related information such as handicap parking spaces, lifts, or ramps. Only one library website in the study (0.07%) had a librarian with a designated title to assist students with disabilities. Most of the library websites did not list assistive technology and for those that did, no two had the same technology.

Many websites are lagging behind in meeting the needs of those with assistive technologies in 21st Century. In the testing of Mississippi Community College academic websites using webaccessibility.com software, none of the community college in the state of Mississippi were meeting the guidelines set by the WCAG 2.0. The community colleges' library websites ratings ranged from 60 percent to 80 percent. The results indicate that assistive technology needs of students may not be met. For instance, several of the community colleges received a violation of "provide alterative text for images," which means that images are lacking descriptive text for sight-impaired patrons. The violation with the highest number of instances was "provide a valid label for form fields." This violation deals with vision, when the form fields are not labeled correctly, individuals cannot tab through or move about the screen using keys on the keyboard not the mouse (Brewer & Jacobs, 1999).

The results of this study were similar to those of Comeaux and Schmetzke (2013) who looked at 56 North American academic library websites for accessibility and design over a 10-year period, and to those of Smith (2014) who looked at equal access to public and private academic library websites in the State of Alabama.

To conclude, the community college library is the place, that brings clarity and closure in an educational environment, whether on campus or online. Many of the 15 community college library websites in the state of Mississippi have links that do not work and no evidence that people with disabilities have a part in the library community. Students with disabilities need to see online that areas are designated for them through maps and signage. They also need thorough guidance online to connect to the library website with assistive technologies. The research shows that people with disabilities will have to search the library websites to discover services that are hidden in library handbooks or just do not exist. With Web 2.0, media apps are the top in the ratings, but the community college libraries must keep in mind the reason for media use by the library, which is to inform.

WCAG 2.0 came about because WCAG 1.0 was not meeting the standards of today, and these guidelines are in place for all organizations to use. When these standards are not met, violations occur and people with disabilities do not continue to standby, they begin to fight back through government officials, to enforce the law. Community colleges in the state of Mississippi must fix the problems so everyone can get into library websites with ease and no one left out.

With Web 2.0 applications the 24-hour librarian link seems to be available for all the community colleges, but all of the libraries do not provide a link. Students can go to another community campus library website and use their link to 24-hour librarian and choose their college campus as the location.

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Appendix A

Coahoma Community College http://www.coahomacc.edu/library/index

Copiah-Lincoln Community College http://www.colin.edu/students/student-services/libraries/

East Central Community College https://www.eccc.edu/library

East Mississippi Community College http://mlp.ent.sirsi.net/client/en_US/emcc/

Hinds Community College http://libguides.hindscc.edu/home

Holmes Community College https://www.holmescc.edu/library/index.aspx

Itawamba Community College https://www.iccms.edu/LRCResources

Jones County Junior College http://www.jcjc.edu/library/

Meridian Community College http://www.meridianccc.edu/library/index

Mississippi Delta Community College http://www.msdelta.edu/2013-06-13-14-50-16

Mississippi Gulf Coast Community College https://www.mgccc.edu/library/

Northeast Mississippi Community College http://www.nemcc.edu/library/

Northwest Mississippi Community College http://www.northwestms.edu/index.php/?page_id=860

Pearl River Community College http://www.prcc.edu/libraries

Southwest Mississippi Community College http://www.smcc.edu/library/library.php

Two Mississippi Writers

Collection Analysis on the Works of Eudora Welty and William Faulkner in Two- and Four- Year Colleges in Mississippi.

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INTRODUCTION

Coverage of local writers is important to the culture of the people who live in the surrounding areas. Students should understand the origins or heritage of local writers. Students who have an interest in writing are inquisitive of other writers' beginnings. Their modest beginnings indicate that one does not have to be born to a certain type of family or status to be a great writer. Their writing will determine if they rise in popularity or gain fame. The writers' ability is the best precursor to the future. Knowing how one overcame the obstacles of life is an inspiration to other writers. Many times, it will enhance the story if a reader understands where a writer produced the characters, settings or conflicts of a story.

Purpose of the study

Taking a closer look at two famous Mississippi Writers, Eudora Welty and William Faulkner, this paper focuses specifically on the collection coverage in colleges and university libraries across Mississippi. This paper examines two-year and four-year institutions as a comparative study using bibliometrics to determine coverage. Language Arts programs have a need for local or regional talents as part of their studies both in the undergraduate, and graduate levels. Studying local writers as part of a writing class gives a student familiar examples that are local. Southern culture and southern studies are programs offered at many universities who showcase such writers.

Problem Statement

This study examines coverage of two southern writers, William Faulkner and Eudora Welty, in academic libraries collections in Mississippi.

Research Questions

The following questions were the guide for this study:

R1. What are the holdings for Eudora Welty and William Faulkner in four-year university libraries across the state of Mississippi?

R2. What are the holdings for Eudora Welty and William Faulkner in two-year college libraries across the state of Mississippi?

R3. What are the similarities of in-house collections between the four-year and two-year colleges when comparing famous Mississippi writers?

R4. What variations in coverage exist, if any, with the writers' works in relation to both writer's former residence?

Definitions:

Bibliometric Study: the application of statistical methods to the study of bibliographic data (Merriam-Webster, 2018).

Checklist Collection Analysis: Checklist analysis (CLA) is a

technique that can be used to identify and manage risk. The checklist is developed by listing items, steps, or tasks and is then analyzed against criteria to determine if the procedure is completed correctly. The checklists should be developed using historical information or knowledge gained from similar projects in the past (*Safeopedia*, 2108).

Delimitations of the Study

This study includes publicly funded universities and colleges within the state of Mississippi, but not privately funded institutions. The specific works sought for comparative collection coverage are the works listed in the appendix (A and B), which are well known works of fiction and poetry. The works credited are those that are physically available on the shelves of the parent institution including special collections.

Assumptions

Using the catalogs of the college and universities in this study, it is assumed that the holdings are indexed correctly and completely, and the catalogs are accurately representative of the libraries' current holdings.

Importance of Study

This study adds to the body of library and information science literature and may be useful for collection development librarians. Others who may be interested in this study include writers, instructors of writing or Southern Writing Programs, persons who have interests in Southern Studies or Southern Writing Programs, and lovers of the classics.

LITERATURE REVIEW

Background

William Faulkner, born in New Albany, MS, was raised in Oxford, Mississippi. Faulkner is known for his multiple struggles as a writer. Writing novels, short stories, plays, essays, and scripts for Hollywood, Faulkner is known for his southern gothic style as a classic writer of 20th Century literature (Millgate, 2018). Faulkner's first novel *Soldiers Pay* was published in 1926, and nine of his works are considered notable (Appendix A) (Iltchev, 2016), though numerous works were written before his death in 1962. Faulkner was also known for his challenging prose and dictation of southern speech. His writings discussed social issues that were sometimes shocking, which other writers avoided. Faulkner won the Nobel Prize in literature in 1949 (Nobelprize.org, 2014) and was awarded the Pulitzer Prize in 1955 for *A Fable*, then a second after his death in 1962 for *The Reivers* (Biography.com, 2017).

Eudora Welty was born in Jackson, Mississippi in 1909. Welty is known as a great American short-story and novel writer. She never married nor had children (Johnston, 2005) and her first published short-story, *Death of a Traveling Salesman*, was published in 1936. Welty is also known for her photographs, essays, and book reviews. Her notable works (Appendix B) includes nine of her most loved stories (*Encyclopædia Britannica*, 2018). Welty commonly wrote using sly humor and vivid text, but was best known for her modesty (Marrs, n.d.). While Welty received many honors, she is best known for being named the Pulitzer Prize winner in 1972 for the novel *The Optimist's Daughter*. Welty, recognized as the 'Master of the Short Story,' won eight O. Henry awards; the gold medal of fiction; the Legion d'Honneur from the French government; and the NEH's Charles Frankel Prize (Heitman, 2014).

Collection Analysis

Lesniaski (2004) wrote an article on the process of content analysis of a library collection with the objective of how to compare a library's collection to another library. By ordering the methods, one must first choose a subject or area to evaluate; secondly, create a list of items within the boundaries of your investigation to determine which is basic, minimal, instructional, or research; thirdly, search each title for the number of holdings in the collections; then, create a master list, using the four categories listed from the third step. Lastly, use this master list as a tool to search another library's collection and evaluate the holdings against the master list created by the research.

Ciszek and Young (2010) examined library collections as a whole to determine how diverse a collection can be. Using qualitative and quantitative measures, they focused on user-centered and collection-centered methods and found four ways to determine diversity of a collection. These four ways are based on the nature of assessment and scope. Qualitative is based on measuring human behavior and opinion, whereas, quantitative is based on numbers and statistical data. The collections are also assessed by the scope or focus of the collection. Using nature and scope to evaluate collections brings the process to four basic evaluations

tools-quantitative-collection centered, quantitative-user centered, qualitative-collection centered, and qualitative-user centered. Quantitative-collection centered allows a researcher to analyze the collection by subject and allows for the collections to be classified in terms of numbers per subject heading. Quantitative-user collection allows for the collection to be determined in numbers of circulation, usage, and online retrieval. Qualitative assessments are identified by collection-centered determination and facilitated by a subject specialist who is responsible for building collections that meets the patrons' needs. Qualitative assessment that is user-centered uses focus groups as an assessment tool to determine the needs of the library collection and allows for the selection and development of the collections according to their needs.

Checklist Methodology

A collection development methodology used by the study is a checklist methodology in which a list or lists of works are identified by a reliable source as a "best of" or "notable works of" a particular genre, topic, or author is used as a checklist to determine the number and variety of the works in a specific library collection or collections. This method is collection-oriented rather than usage-oriented and is "one of the oldest and most widely used methods of evaluation" (Oke & Tyrrell, 1998).

Torres (2017) conducted a study using *Doody's Core Titles* as a reference checklist for evaluating one collection against another. With the data collected, each library was either rated weak or strong by the

number of titles on the list of *Doody's Core Titles* in their collection. The study revealed many levels of quality in the levels of the participating libraries. Their range was from a high percentage of match titles, non-matched or near-match titles, to poor collections with few title matches. Budget, benchmark list's such as *Doody's Core Titles* and the person in charge of the selection of titles have a large impact on a collection's quality.

Heidelberg (2103) used a similar analysis on the de Grummond Children's collection where a checklist methodology was used to examine the holdings of well-known poets from the eras of The Black Arts Movement and The Harlem Renaissance. The checklist was composed of past and present poets that are documented from the earlier listed eras and was used to evaluate the collection. The results yielded only two African-American poetry books from the Harlem Renaissance era and three from the Black Arts Movement demonstrating room for growth of the de Grummond Collection in this area. The de Grummond Collection held one hundred percent of the poets in anthologies from the Harlem Renaissance, according to Patton's list, and eight out of twenty-one poets from the Black Arts Movement on poets.org list. No winners of the Cave Canem Award were represented in the de Grummond Collection, and only one Coretta Scott King Award-winning book was represented.

The methodology of this study was similar to that of Torres (2017) and Heidelberg (2013) in that it used lists of notable works as a checklist to evaluate library collections. It

differs from the previous studies in that it focuses on the works of two specific writers of the same state but of different regions.

METHODOLOGY

This study examined the library collections of colleges and universities across Mississippi using checklists methodology to analyze the comparative coverage of specific authors in each collection.

Data Collection and Analysis

Each college and university library's online catalog was used to determine how many of the list of notable works of Eudora Welty (*Encyclopædia Britannica*, 2018) were in each collection, then how many of the notable works of William Faulkner (Iltchev, 2016) were in each collection. Data were then collected in an Excel file, compiled, and analyzed to address each research question.

Public Community Colleges in Mississippi

The following community colleges and their parent locations are listed as the institutions used in this study. They are all public community colleges within the state of Mississippi with online searchable catalogs. (Collegesimply.com, 2018)

- Coahoma Community College, Clarksdale
- Copiah-Lincoln Community College, Wesson
- East Central Community College, Decatur
- East Mississippi Community College, Scooba
- Hinds Community College, Raymond
- Holmes Community College,

Goodman

- Itawamba Community College, Fulton
- Jones County Junior College, Ellisville
- Meridian Community College, Meridian
- Mississippi Delta Community College, Moorhead
- Mississippi Gulf Coast Community College, Perkinston
- Northeast Mississippi Community College, Booneville
- Northwest Mississippi Community College, Senatobia
- Pearl River Community College, Poplarville
- Southwest Mississippi Community College, Summit

Public Universities in Mississippi

The following universities and their parent locations are listed as the institutions used in this study. They are all public universities within the state of Mississippi with online searchable catalogs. (Collegesimply.com, 2018)

- Alcorn State University, Lorman
- Delta State University, Cleveland
- Jackson State University, Jackson
- Mississippi State University (MSU), Mississippi State
- Mississippi University for Women (MUW), Columbus
- Mississippi Valley State University (MVSU), Itta Bena
- University of Mississippi (UM), University
- University of Southern Mississippi (USM), Hattiesburg

The number of the authors' works in each collection was compared by using tables and figures to visually illustrate the results. Particular interest was paid to colleges and universities in the regional area of each writer to determine if the number of their works in local collections reflected a higher interest than in other regions of the state.

Limitations

The study was limited to the library collections of public colleges and universities in the state of Mississippi, so the results are not generalized to other states or library collections, although the methodology could be replicated in other similar studies.

RESULTS

The research was completed over a seven-day period. During this period, books were counted and logged from each library and from each author. The numbers were charted in an Excel document and constructed into tables and graphs. The results gave a clear picture about the holdings at both the university level and the community college level for these two Mississippi authors.

R1. What are the holdings for Eudora Welty and William Faulkner in four-year universities across the state of Mississippi?

The results were diverse. Two universities held a noticeable higher count for both writers while the other universities examined both held a lower yet similar number for each writer (Figure 1). While the University of Mississippi (UM) and Mississippi State (MS) both had high counts of books, the high counts held true for both writers examined. All other four-year universities had similar, but considerably lower numbers.

R2. What are the holdings for Eudora Welty and William Faulkner in two-year colleges across the state of Mississippi?

The holdings researched among the community colleges were a more analogous number for both authors (Figure 2). While Pearl had the highest number among William Faulkner's books with the highest number of books at 34; Hinds and Jones were the closest having 27 and 24 books respectively. The remainder of the colleges fell below twenty with the lowest of Meridian with 11 books of William Faulkner's.

Pearl also had the highest number among Eudora Welty holdings with a 47, while Coahoma and Mississippi Gulf Coast were a close second with 37 and 36 respectively. Northwest had the lowest holdings with only 9 books belonging to Eudora Welty.

R3. What are the similarities of in-house collections between the four-year and two-year colleges when comparing famous Mississippi writers?

Looking at the numbers of each book individually (Figures 3 & 4) William Faulkner's *The Sound and the Fury, Absalom, Absalom,* and *Light in August* held higher numbers in both higher education settings. *A Rose for Emily* and *The Hamlet* each held sparse numbers in both settings.

In a comparison of Welty's works "Wide Net and Other Stories" had the largest holding in both the university and the college setting, "The Golden Apples" and "A Curtain

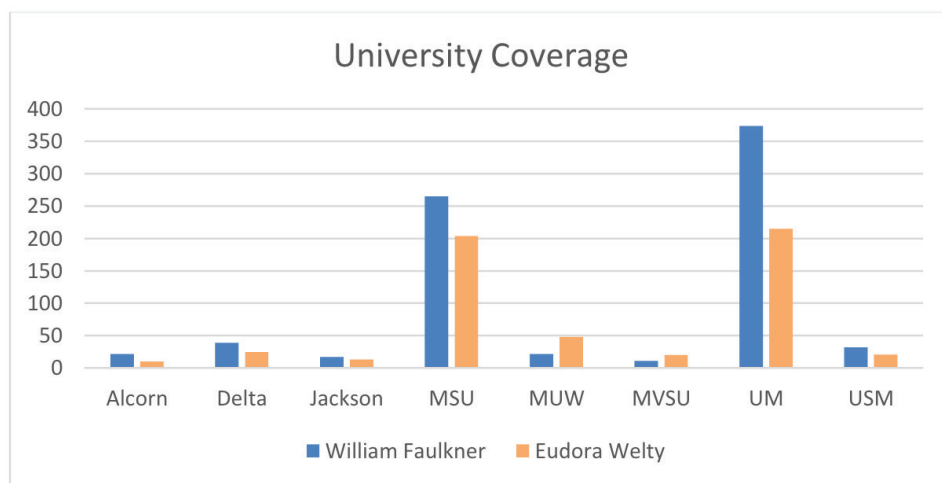**Figure 1. University Library Coverage of William Faulkner and Eudora Welty**

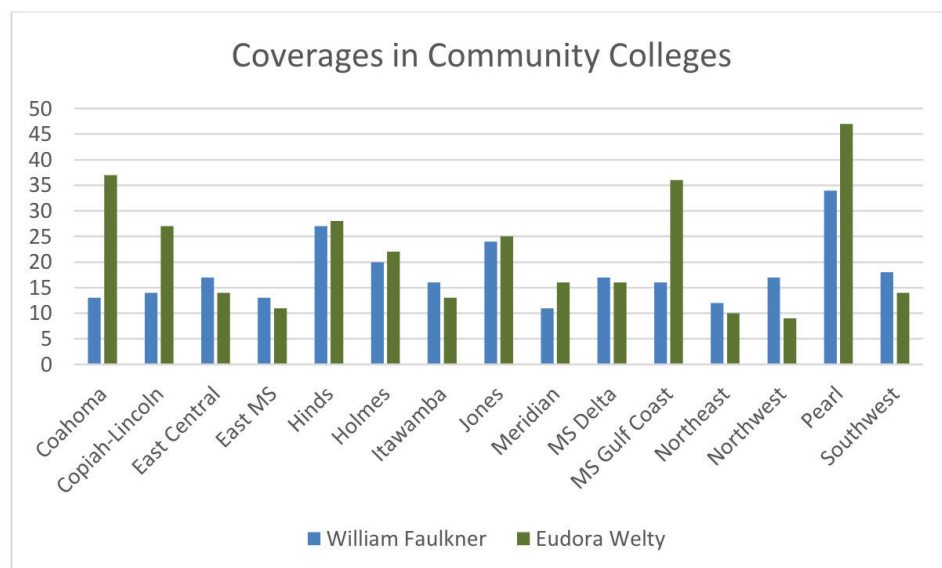**Figure 2. Community College Coverage of William Faulkner and Eudora Welty**

Figure 4. University Holdings
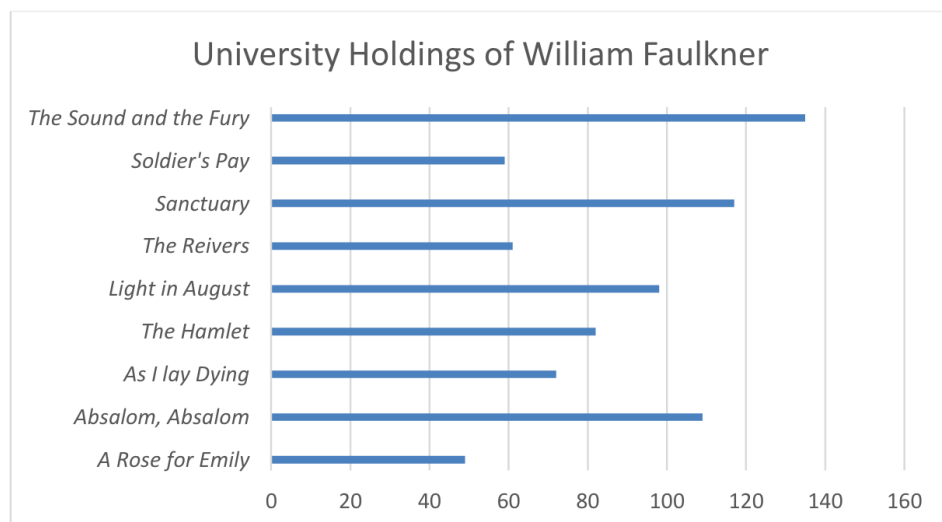
Figure 3. College Holdings
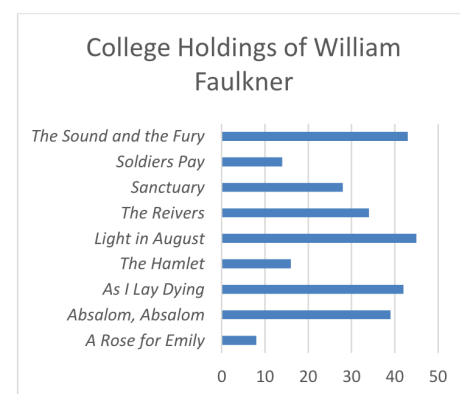
of Green" were also found in high numbers in both settings (Figures 5 & 6). "Why I Live at the P.O." was found as the book with the least holdings of any other book carried in both university and community college settings with "One Writer's Beginnings" with similar lower percentages in both settings.

R4. What variations in coverage exist, if any, with the writers' works in relation to both writer's former residence?

College and university locations were first labeled on a map of Mississippi (Appendix C). The high numbers from the University of Mississippi in Oxford (William Faulkner's residence) at first looked to reflect a high coverage for William Faulkner works as a representation of his residence, looking at the colleges nearest to Oxford (Northwest, Itawamba, Coahoma, and Northeast) revealed a mid-range number according to the overall collected data.

Eudora Welty's residence was in Jackson Mississippi where Jackson State University is also located. Jackson State did not reveal large numbers nor did Alcorn State which a seventy-three-mile drive south. Colleges near Jackson include Hinds, Copiah-Lincoln neither

ranking in the top three holding of Welty's books. Going further out are the colleges of East, East Central, Jones, and Southwest, all of which had mid-range results according to the overall collected data.

DISCUSSION AND CONCLUSION

Discussion

Examining the data collected on the community college level, the collections maintained similar numbers in the respect that there was no outlier. The range could be explained by the need of the resources for educational purposes versus the resources availability for maintaining a complete collection of the author. Most colleges and universities in the study had at least one copy of each book from both authors, however (Appendix D). Some community colleges held no copy of some titles. This brought up the question of the strength of their inter-library loan system. When researching library's holdings, the MSU catalog listings showed the holdings for nearby colleges and universities, providing options for finding books in multiple areas.

At the University level, most of the colleges maintained a similar return except for the University of Mississippi and Mississippi State University (Appendix E). Both universities had an abundant number of works for both authors researched, which may coincide with the Universities curriculum needs for the purpose of writing class or southern studies with an emphasis on native or successful writers.

Appendix E illustrates that the University of Mississippi held the

Figure 5. College Holdings

Figure 5. College Holdings of Eudora Welty

Figure 6. University Holdings
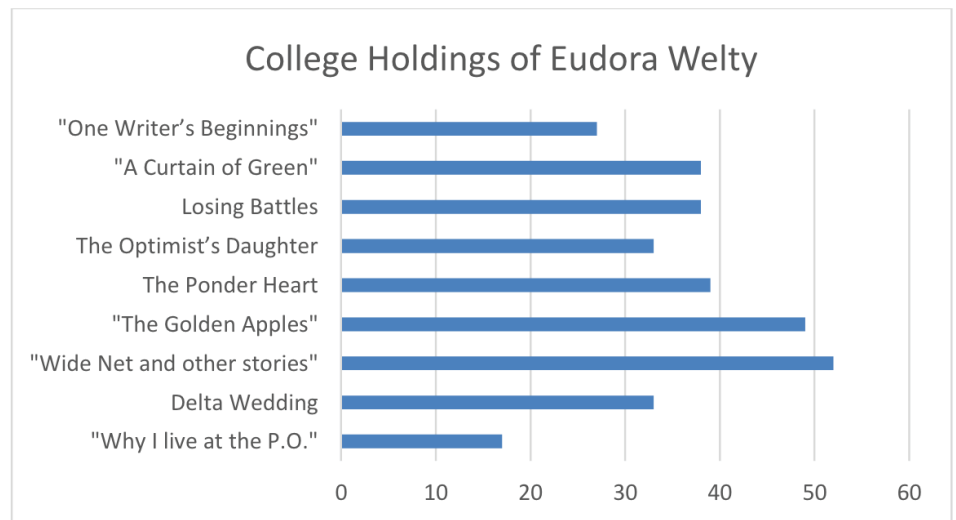
Figure 6. University Holdings for Eudora Welty
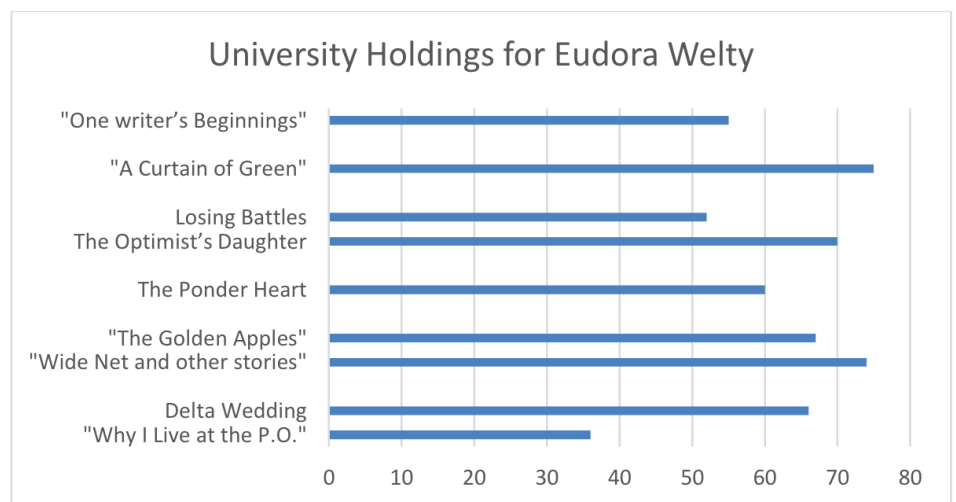
most works for both William Faulkner and Eudora Welty. Mississippi Valley State University held the least works of William Faulkner, while Alcorn University held the least works for Eudora Welty. At the university level, the numbers of works for each writer in each institution was more distributed showing no pattern.

Appendix D illustrates that the most holding for William Faulkner and Eudora Welty was Pearl Community College, while Meridian Community College held the least

for William Faulkner and Northwest held the least for Eudora Welty. At the college level, the numbers of works for each writer in each institution was less distributed and had many duplicate numbers as a whole.

Conclusion

Data indicate that the colleges and universities have similar returns for William Faulkner and Eudora Welty. Two Universities have a wealth of works on both authors which could relate back to the programs offered by each university.

Further studies would be needed in this area of research to give solid reasons for this difference in collections. Suggestions include to inquiring about the unique programs and instructor's projected area of studies. As for the area of each writer's former residence, there seems to be no relationship between high book counts and the proximity to author's residence.

Suggestions for Further Research

Suggestions for future research would include a comparison of the student population to the writer's holdings to have a perspective on the population that each library serves. It is also relevant to know if the number of library systems of whom work together and share their collections through inter-library loan. Reasons for having a small collection may be that the service is available to borrow from nearby facilities. Future research may also include bibliometric research on the total holdings to include all the works from each author in college and university setting which includes works in other languages and eBooks. Using the checklist methodology for the total holdings of books written by each author would also be interesting.

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APPENDIX C. Map of Mississippi with university and college names added near their relative location. (Waterproofpaper.com, 2018)
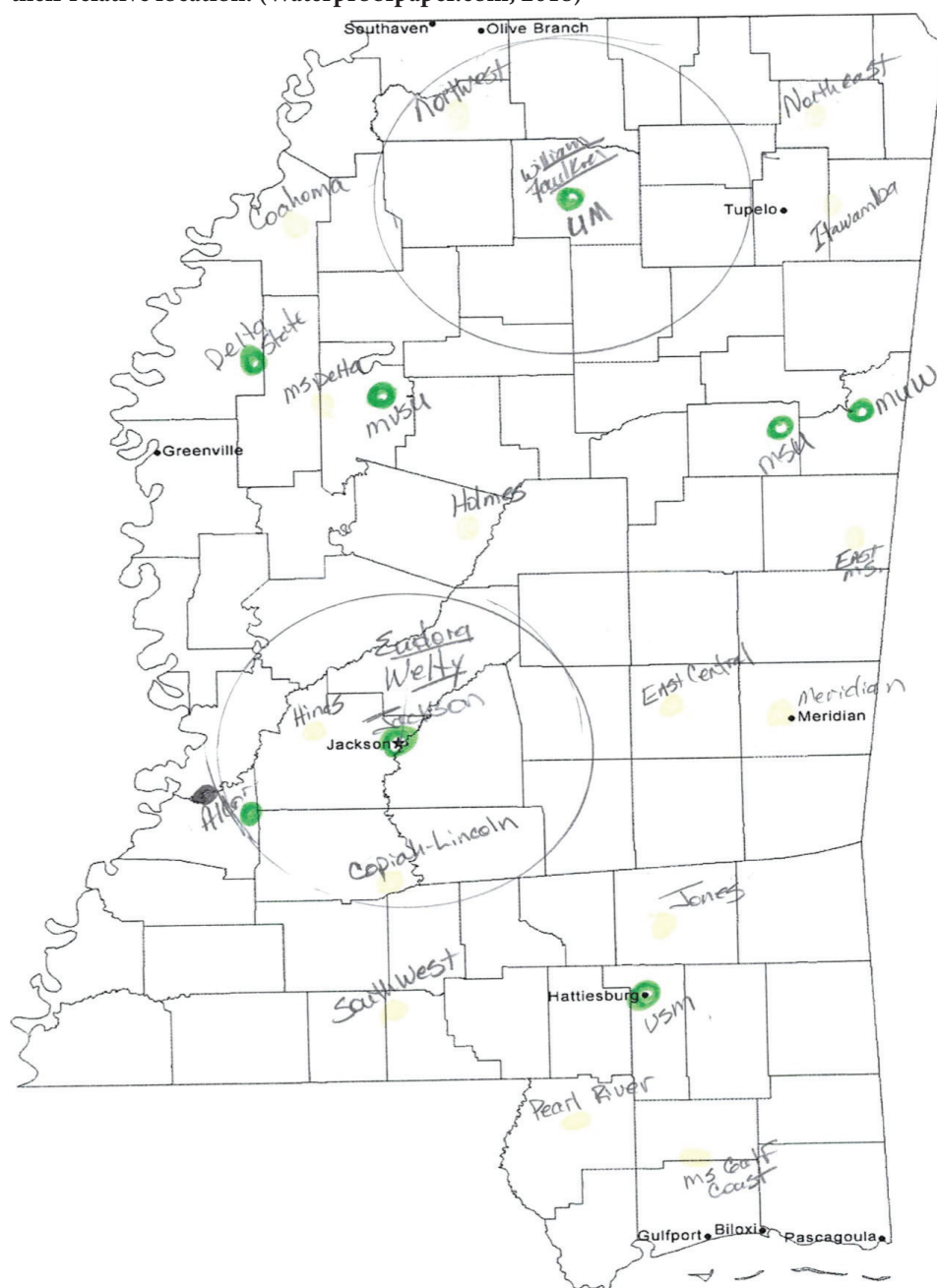
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APPENDIX A

Notable Works of William Faulkner

A Rose for Emily
Absalom, Absalom!
As I Lay Dying
The Hamlet
Light in August
The Reivers
Sanctuary
Soldiers Pay
The Sound and the Fury
(Iltchev, 2016)

APPENDIX B

Notable Works of Eudora Welty

"Why I live at the P.O."
Delta Wedding
"The Wide Net and Other Stories"
"The Golden Apples"
The Ponder Heart
The Optimist's Daughter
Losing Battles
"A Curtain of Green"
"One Writer's Beginnings"
(Biography, 2018)

Key Code for Community Colleges, APPENDIX D

A-Coahoma Community College
B-Copiah-Lincoln Community College
C- East Central Community College
D- East Mississippi Community College
E- Hinds Community College
F- Holmes Community College
G-Itawamba Community College
H- Jones Community College
I- Meridian Community College
J- Mississippi Delta Community College
K- Mississippi Gulf Coast Community College
L- Northeast Community College
M-Northwest Community College
N- Pearl River Community College
O-Southwest Community College

APPENDIX E

Universities	Alcorn	Delta	Jackson	MSU	MUW	MVSU	UM	USM	Total
William Faulkner									
A Rose for Emily	2	0	0	28	5	0	11	3	49
Absalom, Absalom	4	4	2	34	2	1	58	1	109
As I lay Dying	1	7	2	23	1	2	31	5	72
The Hamlet	6	3	1	36	2	1	32	1	82
Light in August	0	7	4	34	4	4	41	4	98
The Reivers	4	3	2	20	2	0	27	2	61
Sanctuary	1	6	1	36	2	1	65	5	117
Soldiers Pay	2	2	2	14	2	0	34	3	59
The Sound and The Fury	2	7	3	40	2	2	75	4	135
Total	22	39	17	265	22	11	374	32	782
Eudora Welty									
"Why I Live at the P.O."	0	0	0	11	5	1	17	2	36
Delta Wedding	1	3	2	29	4	2	22	3	66
"Wide Net and other stories"	1	5	1	19	7	2	36	3	74
"The Golden Apples"	0	3	2	20	7	2	31	2	67
The Ponder Heart	1	3	1	16	5	4	26	4	60
The Optimist's Daughter	2	2	2	32	3	3	24	2	70
Losing Battles	4	3	2	26	3	3	8	3	52
"A Curtain of Green"	1	5	1	22	9	2	34	1	75
"One Writer's Beginnings"	0	1	2	29	5	1	17	1	56
Total	10	25	13	204	48	20	215	21	556

APPENDIX D

C. Colleges	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	Total
W. Faulkner																
A Rose for Emily	0	0	0	1	1	0	1	0	0	1	2	1	0	0	1	8
Absalom, Absalom	1	4	2	2	2	4	1	5	2	2	2	2	2	5	3	39
As I lay Dying	3	1	4	2	4	3	1	2	2	4	0	1	3	10	2	42
The Hamlet	0	1	2	3	1	1	1	0	2	1	1	1	2	1	1	16
Light in August	3	2	1	1	7	4	2	5	2	3	5	1	3	2	4	45
The Reivers	2	2	2	1	1	2	6	6	1	1	1	1	3	4	1	34
Sanctuary	0	1	2	1	5	2	2	2	0	1	3	2	2	4	1	28
Soldiers Pay	1	1	1	0	0	1	1	2	0	2	1	1	2	0	1	14
The Sound and The fury	3	2	3	2	6	3	1	2	2	2	1	2	2	8	4	43
Total	13	14	17	13	27	20	16	24	11	17	16	12	17	34	16	269
Eudora Welty																
"Why I Live at the P.O."	4	0	0	0	0	1	1	2	0	1	4	1	0	3	0	17
Delta wedding	2	5	2	1	2	3	0	2	2	2	2	1	2	5	2	33
"Wide Net and other stories"	4	1	2	1	7	3	4	5	3	2	5	1	0	13	1	52
"The Golden Apples"	3	2	2	2	4	5	4	4	2	3	7	1	2	4	4	49
The Ponder Heart	3	5	2	2	4	2	0	4	2	1	2	1	1	9	1	39
The Optimist's Daughter	4	4	2	1	1	2	0	2	1	1	2	2	2	8	1	33
Losing Battles	8	5	2	2	2	3	0	3	2	0	4	1	1	2	3	38
"A Curtain of Green"	7	2	0	1	6	2	4	1	3	3	5	0	0	3	1	38
"One Writer's Beginnings"	2	3	2	1	2	1	0	2	1	3	5	2	1	1	1	27
Total	37	27	14	11	28	22	13	25	16	16	36	10	9	47	14	325

SLIS Notes

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Greetings, dear scholars. Have you ever given thought to your career as a professional or considered what it means to be a professional librarian or archivist?

Professionalism

According to Merriam-Webster.com, *professionalism* is "the conduct, aims, or qualities that characterize or mark a profession or a professional person." So, what are some qualities of professionalism as it relates to librarians and archivists?

Some qualities or characteristics of a library or archival professional:

• is a member of one or more professional organizations such as MLA, SELA, SAA, ALA

• maintains a professional resume for grant submissions, promotion applications, etc.

• attends conferences to network with other professionals

• demonstrates professional commitment by mentoring LIS students or new librarians

• is a life-long learner and keeps up with new trends and online tools through LIS publications, workshops, and other training opportunities

• shares new knowledge with others through publications, presentations, and social media such as a professional account on Facebook, Twitter, and/or LinkedIn. SlideShare.net is particularly useful for sharing conference presentation slides and you may view my slides at http://www.slideshare.net/drtwelsh/presentations.

• has an attitude of public service and a desire to help others. Librarianship is a public service profession and SLIS faculty are constantly amazed at the wonderful work librarians and archivist do in our state and region to serve their communities.

Another characteristic of a professional is having an appropriate, well-groomed, professional appearance that is neat yet approachable. The *Southern Miss Career Guide* includes a "Dress for Success" page that illustrates the differences between casual, business casual, and professional dress (2018-19, p. 13). It also contains some useful tips on how to prepare for a job interview, build a portfolio, and construct a professional resume http://www.usm.edu/sites/default/files/groups/career-services/images/2018-2019careerguide.pdf.

Competencies

According to the *Cambridge English Dictionary*, a profession is "any type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education" or "the people who do a particular type of work, considered as a group." Whether the definition of a professional is based on education, experience, or work group, one way a profession is defined is by a set of professional competencies. These competencies are usually compiled by related professional organizations and can be used as guidelines to determine needed areas for professional development.

Basic Competencies of Librarianship

The American Library Association's Core Competencies of Librarianship (2009) "defines the basic knowledge to be possessed by all persons graduating from an accredited master's program in library and information studies" (http://www.ala.org/educationcareers/files/careers/corecomp/corecompetences/finalcorecompstat09.pdf):

1. Foundations of the Profession
2. Information Resources
3. Organization of Recorded Knowledge and Information
4. Technological Knowledge and Skills
5. Reference and User Services
6. Research
7. Continuing Education and Lifelong Learning
8. Administration and Management.

A more recent set of general competencies is the *Competency Index for the Library Field* (Gutsche & Hough, 2015), which includes 1) Library Collection Competencies, 2) Library Management Competencies, 3) Public Services Competencies, and 4) Technical Competencies (http://www.webjunction.org/content/dam/WebJunction/Documents/webJunction/2015-03/Competency%20Index%20for%20the%20Library%20Field%20(2014).docx).

SPECIALIZED COMPETENCIES

In addition to general competencies, many library positions require specialized knowledge beyond the basic, general knowledge and/or training such as the examples below (Note: The competencies by ALSC and YALSA are summarized in creative graphic handouts.)

ACADEMIC LIBRARIANS

Framework for Information Literacy for Higher Education by the Association of College and Research Libraries (ACRL, 2016) focuses on the seven roles of academic librarians as advocate, coordinator, instructional designer, lifelong learner, leader, teacher, and teaching partner (http://www.ala.org/acrl/standards/teachinglibrarians).

The seven roles were based on research published by Gold and Grotti (2013), "Do Job Advertisements Reflect ACRL's *Standards for Proficiencies for Instruction Librarians and Coordinators*? A Content Analysis," which identified seven trends in job descriptions for academic librarians (https://doi.org/10.1016/j.acalib.2013.05.013) :

1. disciplinary and curricular integration knowledge promoting consistency with the larger institution
2. knowledge about online module creation and appropriate tools
3. a range of teaching skills including a variety of formats and methods
4. knowledge of outcomes, assessment, and scholarly communication
5. collaboration with teaching faculty
6. ability to work with other librarians as teaching and learning trainers in concert with an increasing need for liaison librarians to teach
7. an understanding of signature disciplinary pedagogies.

CHILDREN'S SERVICES LIBRARIANS

Competencies for Librarians Serving Children in Public Libraries by the Association for Library Service to Children (ALSC, 2015), include 1) Commitment to Client Group, 2) Reference and User Services, 3) Programming Skills, 4) Knowledge, Curation, and Management of Materials, 5) Outreach and Advocacy, 6) Administrative and Management Skills, and 7) Professionalism and Professional Development (http://www.alsc.ala.org/blog/2015/12/core-competencies-in-comics/).

SCHOOL LIBRARIANS

Standards for the Initial Preparation of School Librarians by the American Association of School Librarians (AASL, 2010) include five standards: 1) Teaching for Learning, 2) Literacy and Reading, 3) Information and Knowledge, 4) Advocacy and Leadership, 5) Program Management and Administration (http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aasleducation/schoollibrary/2010_standards_with_rubrics_and_statements_1-31-11.pdf).

SPECIAL COLLECTION LIBRARIANS

Competencies for Special Collections Professionals (ACRL Rare Books and Manuscripts Section, 2017) includes a list of fundamental competencies and specialized competencies in collection development such as: 1) Description & Access; 2) Information Technologies & Data Management Instruction; 3) Management, Supervision, & Leadership; 4) Preservation & Conservation; 5) Promotion & Outreach; and 6) Reference (http://www.ala.org/acrl/standards/comp4specollect#fund).

YOUNG ADULT/TEEN SERVICES LIBRARIANS

Teen Services Competencies for Library Staff by the Young Adult Library Services Association (YALSA, 2017) lists ten areas of competence: 1) Teen Growth & Development, 2) Interactions with Teens, 3) Learning Environments, 4) Learning Experiences, 5) Youth Engagement & Leadership, 6) Community & Family Engagement, 7) Cultural Competency & Responsiveness, 8) Equity of Access, 9) Outcomes & Assessment, and 10) Continuous Learning (http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/Teen%20Services%20Competencies_Snapshot.pdf).

OTHER SPECIAL LIBRARIAN COMPETENCIES:

American Association of Law Libraries, *Guidelines for Graduate Programs in Law Librarianship* (AALL, 1988) (http://www.aallnet.org/bok_profleadership/aall-guidelines-for-graduate-programs-in-law-librarianship/)

Federal Library and Information Center Committee, *Federal Librarian Competencies* (FLICC, 2008) (http://www.loc.gov/flicc/publications/Lib_Compt/Lib_Compt_Oct2008.pdf).

Medical Library Association, Competencies for Lifelong Learning and Professional Success (MLA, 2017) (http://www.mlanet.org/p/cm/ld/fid=1217).

Upcoming Events

Children's Book Festival 2019

It is not too late to register for the 52nd Annual Fay B. Kaigler Children's Book Festival, April 3–5, at the Southern Miss Thad Cochran Center (http://www.usm.edu/childrens-book-festival/2019-registration-rates).

• The 2019 tentative schedule has been posted and it is a great one, as are the concurrent sessions, panels, and luncheons (https://www.usm.edu/childrens-book-festival/2019-tentative-schedule)

• CEU credit is available for Mississippi educators

• Concurrent sessions and luncheon menus are available at (https://www.usm.edu/childrens-book-festival/tentative-2019-schedule-concurrent-sessions)

Cook Library Gallery Exhibit

If you attend the Children's Book Festival or if you are interested in the art of children's literature, consider viewing an exhibit in the Cook Library Gallery. The *History of the School of Library and Information Science & Art of the Fay B. Kaigler Book Festival*, a colorful exhibit of history and art related to SLIS and the Children's Book Festival, will run through the end of the semester, May 10th.
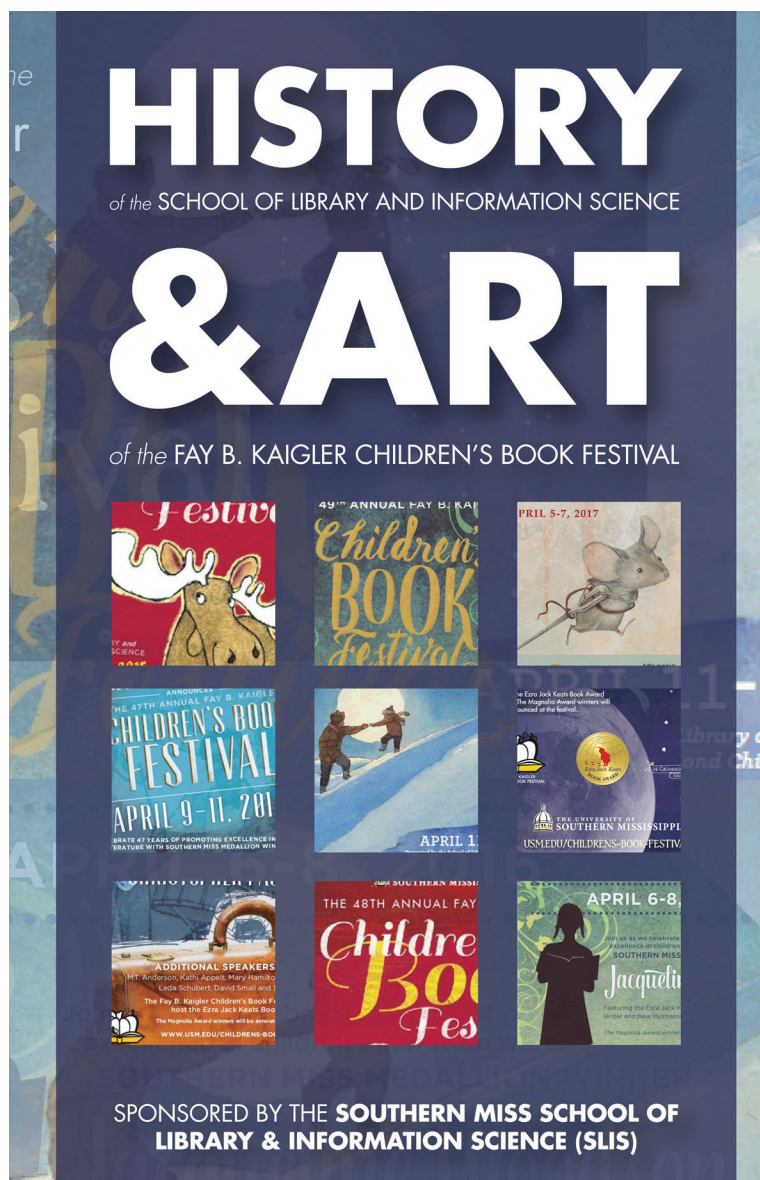
A Big Thank-You from SLIS!

A very big thank-you to our distinguished alums, MLIS students, Advisory Board members, and employers who attended the reception to meet with the American Library Association Committee on Accreditation External Review Panel (ERP). The three ERP members were greatly impressed by the accomplishments of our alumni, the enthusiasm of our students, and the feedback that was given by everyone. They were further impressed with the graciousness of the Southern Miss administration and the support and interest President Bennett and Dean Gould had in our program. The oral report they presented to President Bennett was a positive one and SLIS is very grateful to all who participated in this important re-accreditation process. I will attend ALA in June to appear before the 17-member ALA Committee on Accreditation to answer any final questions they have about our self-study or about the External Review Panel's report. They will then vote on awarding re-accreditation and formally notify us.

Feedback and suggestions are welcome – send to slis@usm.edu or teresa.welsh@usm.edu.

Visit https://www.usm.edu/slis for additional information, email slis@usm.edu or call 601.266.4228.

HISTORY

of the SCHOOL OF LIBRARY AND INFORMATION SCIENCE

&ART

of the FAY B. KAIGLER CHILDREN'S BOOK FESTIVAL

SPONSORED BY THE **SOUTHERN MISS SCHOOL OF LIBRARY & INFORMATION SCIENCE (SLIS)**

People in the News

Carol Green
Interim Head of Technical Services
University of Southern Mississippi

Mariah Grant was promoted to the position of Associate College Librarian at Millsaps College. In this faculty position, she serves as the Millsaps-Wilson Library's assistant director, coordinates all public services, and holds the rank of Assistant Professor. She previously held the positions of Public Services and Instruction Librarian and Acquisitions and Serials Librarian at Millsaps College. Grant has a M.A. in Library and Information Science, a Graduate Certificate in Archives, and a B.A. in English Literature from the University of Arizona.

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Mary Kirkham is the new Collection Development and Interlibrary Loan Librarian at Millsaps College. In this faculty position, she coordinates the Interlibrary Loan Office, serves as the primary liaison to academic departments, manages collection development, and holds the rank of Assistant Professor. Kirkham has a M.L.I.S. and a B.S. in Business Administration from The University of Southern Mississippi.

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Rachel Long is the new Instructional Technologist at Millsaps College. In her new role, she serves on the library team and is the administrator of the campus course management system. Long joined the Millsaps-Wilson Library as the Library Assistant in 2017 after graduating from Millsaps College with a B.A. in Literature in English and a licensure to teach secondary education.

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Bonnie Thornton joined Mississippi State University Libraries in December in the Assistant Professor/Continuing Resources position. This position is her first professional librarian role and focuses on the management of the print serials collection and other duties as assigned. Bonnie graduated with her MSLIS from the University of Illinois at Urbana-Champaign, where she worked as a graduate assistant in the History, Philosophy, and Newspaper Library providing reference and instruction services. She also worked as a copy cataloger at their large density storage facility. Prior to her time at Illinois, she earned her B.A. in History and Spanish at Augustana College, with a focus on public history and Colonial Spain. She's glad to have escaped the Midwest with her cats before the snow could bury her.

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Teri M. Robinson joined the faculty of Mississippi State University as an Assistant Professor/Coordinator of Office of Thesis and Dissertation Format Review. Previously, she was the supervisor for records and transcripts in the Registrar's Office at the University of Southern Mississippi. In 2018, Teri earned her MLIS and a Graduate Certificate in Archives and Special Collections from The University of Southern Mississippi. She received her BA in Anthropology from the University of Alabama.

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Rebecca (Becky) Bickford is now Assistant Professor/Social Sciences Librarian in the Research Services department of the Mississippi State University Libraries. Becky joined MSU in late 2017 as a Library Associate in Research Services. Becky graduated in 2006 from the University of West Georgia with a BS in Early Childhood Education. Becky obtained her MLIS from The University of Southern Mississippi in 2016. Upon completion of her MLIS, she worked as the Information Services Librarian at South Georgia State College in Douglas, Georgia.

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Stephen Cunetto, the Associate Dean for University Libraries at Mississippi State University, was recently appointed to the MLC Board of Commissioners by Governor Phil Bryant. He earned his B.S. in Communication at Mississippi State University and his Masters in Library and Information Science at The University of Southern Mississippi in 2006. As the Associate Dean, he provides strategic direction, oversight, and maintenance of the Libraries' technological infrastructure and technology services, ensuring tight integration of all digital and online services, as well as assists in the overall management and strategic operation of the University Libraries.

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Carol Green has been named Interim Head of Technical Services at The University of Southern Mississippi Libraries.

News Briefs

Carol Green
Interim Head of Technical Services
University of Southern Mississippi

MSU LIBRARIES HOSTING TEMPLETON RAGTIME & JAZZ FESTIVAL AND GATSBY GALA

The MSU Libraries will host its annual Charles Templeton Ragtime & Jazz Festival and the Gatsby Gala March 28-30, 2019. The Festival features pianist Martin Spitznagel, Larisa Migachyov, multi-instrumentalist Dave Bennett and drummer Ha Smith. This year's festival will feature a salute to Benny Goodman and Jerry Lee Lewis. The Gatsby Gala, a 1920's fashion show, features 1920's inspired dresses designed by the Fashion Design and Merchandising students. The mission of the Templeton Festival is to provide another educational and artistic opportunity for the citizens of Starkville, Oktibbeha county and the surrounding counties. The Festival endeavors to educate audiences on these early forms of music from ragtime to blues, jazz, stride, and more. For more information visit http://library.msstate.edu/festival

Submitted by
Stephen Cunetto
Associated Dean, University Libraries
Mississippi State University

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JACKSON-GEORGE REGIONAL LIBRARY SYSTEM HONORS VOLUNTEERS AT ANNUAL AWARDS RECEPTION

The Jackson-George Regional Library System held the 32nd Annual Volunteer Awards Reception at the Pascagoula Public Library on Tuesday, February 13. The theme was "Volunteers Love Our Libraries" with over 110 in attendance.

Along with a luncheon, the volunteers attending from the nine branch libraries received a certificate recognizing their service and a chance for door prizes. The guest speaker for the event was Mississippi Library Commission Executive Director Hulen Bivins.

MLC Executive Director Hulen Bivins

Awards were presented to the following: Rita Krebs Genealogy Volunteer of the Year was given to MS Digital Library for their assistance in helping digitize collections for the genealogy library; the Mary Ann Louviere Youth Services Volunteer of the Year was presented to Aric Wirtz from the Ocean Springs Library with 181 hours of service. The Flora S. Scholtes Volunteer of the Year was presented to Estelle Nettles from the Moss Point Library with 290 hours of service.

2019 JGRLS Volunteers
Photographs by Rex Bridges

The Friends of the Pascagoula Public Library won the Friends of the Library 2019 award which was presented by Library Director Lori Barnes. This award is given for outstanding support for Friends projects, program sponsorships, fundraising efforts, and membership drives for the library.

"Volunteers donated nearly 8,000 hours of service to the library system for 2018 and is the equivalent of more than four full-time employees," said library director Lori Barnes. "We couldn't do all we do without them," she said.

See photos on the library Facebook page – Jackson-George Regional Library or visit the library website at http://www.jgrls.org for more information about Friends groups and locations.

Submitted by
Rex Bridges
Public Relations & Marketing Manager
Jackson-George Library System

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MAD HATTER TEA PARTY AT PIKE-AMITE-WALTHALL LIBRARY SYSTEM

The Pike-Amite-Walthall Library System recently held their first annual Mad Hatter Tea Party the week of December 10, 2018 in the headquarters library in McComb and two of their branch libraries. With over 65 children and adults attending, the tea was a huge success! Everyone was encouraged to dress in character and finger foods were served at the events. At the McComb branch, there were three different activities set up for the children. There was a face painting

table, a craft table, where they were encouraged to make their own Mad Hatter top-hat, and a photo booth. Miss Mattie entertained the children with music and singing, and the story of "Alice in Wonderland" was read by the children's activities director, Laura Stokes.

Submitted by
Gwen Spain
Librarian
Iuka Public Library

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JESSE YANCY MEMORIAL LIBRARY FEATURED ON WCBI NEWS

Janice Vaughn, Branch Manager at the Jesse Yancy Memorial Library in Bruce, was interviewed by Rylie Livingston of WCBI News.

Mad Hatter Tea Party
Photographs by Laura Stokes

Link to the interview: Public Libraries Are Having To Make Sacrifices

Submitted by
Janice Vaughn
Branch Manager
Jesse Yancy Memorial Library

Rylie Livingston (right) with WCBI intern
Photograph by Janice Vaughn

Book Reviews

Michele Frasier-Robinson
Education and Human Sciences Librarian
University of Southern Mississippi

Garbin, Faith
How We Bury Our Dead
Mobile, AL: Negative Capability Press, 2016. 120 pp. $15.95 (paperback).

In her first collection of poetry, *How We Bury Our Dead*, Garbin offers up uncensored and often bleak views of the darker side of life by way of lyric. Garbin's shadowy hours of experience quickly make their way onto the page and into readers' hearts. Loss and grief resonate easily enough, however, Garbin eloquently reveals the hardship that has brought her to this shore. While

deeply personal, these experiences are not unique, and it is this common bond of loss that makes us reflect upon our own experiences with grief. *How We Bury Our Dead* is organized by different themes and experiences with loss, beginning with the unrelenting cold of February and the death of her husband. This collection of poems touch on cancer, the loss of a child, suicide, mental illness, and many other subjects that are often difficult to nail down - however, Garbin pins each of them down like old photographs that you know by heart, but only open occasionally. Instead of flipping through the album, Garbin turns each page of photographs slowly and deliberately as she examines each petal of life's breadth of experience that

makes the flower whole. While these experiences of loss and grief are universal, natural details of "dogwoods," "cypress trees," and "Spanish moss [which] hangs like tangled hair" ground the narrative and give readers a sense of place. These intimate insights are showered with gothic Southern imagery that lend assistance in their interpretation and the overall mood of each poem. Garbin offers her own experience up as sacrifice to remind us of the all-too brief and often harsh nature of life. Despite the dark subjects and tone of her poems, Garbin focuses on the ways in which we must move beyond loss to remain among the living. Encounters with loss and grief shape us all, but Garbin's words whisper a reminder to "Imagine all

we must let go of just to hold on."

Although *How We Bury Our Dead* is a debut collection of poetry, Garbin's work has appeared in a number of publications, including *Negative Capability Journal: Body in D[ist]tress, Katrina Memories, The Awakenings Review,* and *Imagine This! An ArtPrize Anthology*, among others. A co-founder of Women of Words (WOW), Garbin is also a member of the Poetry Society of America, the Mississippi Poetry Society, the Gulf Coast Writers' Association, and the Alabama Writers' Conclave. This title is highly recommended for academic and public libraries, especially those with an interest in regional poetry and Southern gothic writing.

Hali Black
First Year Experience Librarian
University of Southern Mississippi

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Gwin, Minrose

Promise: A Novel
New York: HarperCollins Publishers. 367 pp. $25.99 (hardcover)

Set during the Great Depression, *Promise* is a touching and beautifully written story that brings to life one of the greatest tragedies that has occurred in the state of Mississippi. This story follows two characters, one African American and one white, in the Mississippi town of Tupelo after an F5 tornado flattens the town on Palm Sunday, causing widespread death, destruction, and mayhem.

Since the toll on the town's African American community was not recorded or reported upon, the author explores what the tragedy may have been like for those who were ignored by history. The story is told through the perspectives of Dovey Grand'homme, a poor African American laundress and Jo McNabb, a wealthy white teenager who is tasked with taking care of her mother who is suffering with post-partum depression, and a baby she finds in the crepe myrtle outside her home after the storm. Gwin's descriptions of the horrors the storm wrought, both physical and mental, on both of these characters is gritty and often difficult to stomach. Gwin also explores the differences between the experiences of whites and African Americans in the separate-but-equal South, and the commonplace attitudes that governed race relations in 1936 Mississippi. For example, when Dovey suffers from a severe foot infection, a Red Cross employee who attempts to get medical treatment for her is told by a doctor, "Down here we don't mix" (196).

This book would be an excellent addition to a public library's collection, or one that is focused on Mississippi history. While the characters and their experiences are fictional, the destruction was real and had a huge impact on the town of Tupelo and on the state of Mississippi.

Alex Brower, MLIS

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Shirley, Philip

The Graceland Conspiracy
Florence, Alabama: MindBridge Press, 2019. 271 pp. $17.99 (paperback)

Matt Boykin is a rambling pool hustler thrown into a set of circumstances that compel him to uncover the truth about his parents. This journey leads to Matt's own self-discovery in an almost slightly delayed coming of age story.

Having been estranged from his parents for eight years, Matt is called home to support his mother after he is told his father has been in a serious accident. He packs his few possessions, leaving his sparsely furnished apartment to return to his childhood home in Birmingham, Alabama. It is quickly apparent that his father might not be the alcoholic pencil pusher Matt thought. Thus, Matt sets out to unravel the past. He finds that his father was involved with a decades old government conspiracy centering on the famous person hinted at in the novel's title.

Within this international crime adventure, Matt finds himself revising and reconciling his own past. He reconnects with old friends in the process to uncover the mystery surrounding the crimes involving his parents. Consequently, he finds failures of his own that force him to grow up and perhaps slightly understand his parents.

The Graceland Conspiracy is essentially a fun read. The plot is carried by a series of action packed events involving likable characters, some so entertaining that you hope they are the good guys. Matt Boykin's transformation from disgruntled slacker to a hero by circumstance makes the novel exciting and relatable. Although fundamentally an international crime thriller, this novel is also funny with a hint of romance. I highly recommend this novel to Elvis fans, but more specifically to public libraries or any libraries with Mississippi fiction writers' collections.

Judith Hilkert
Technical Services Coordinator
Hinds Community College

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Wiegand, Wayne and Shirley Wiegand

The Desegregation of Public Libraries in the Jim Crow South
Baton Rouge, LA: Louisiana State University Press, 2018. 266 pp. $38 (hardback)

The Desegregation of Public Libraries in the Jim Crow South covers the varied experiences that southern communities faced when addressing and implementing desegregation policies in public libraries. The authors begin by discussing the early years of the civil rights movement, and the effects of Brown v. Board of Education on the segregation of public schools in the South. They then examine desegregation efforts state by state. The authors chose the areas within each state that had the most media coverage and the most accessible information about the desegregation of library systems. In addition, they encourage readers to research their own local library's history and continue their research.

Even with the limited sampling, the authors do a great job finding different reactions and severity in responses, and show contrasts between library systems and community access.

The research done for these chapters include the use of local legal cases and local and national newspaper coverage, as well as firsthand accounts from librarians, library patrons, and prominent civil rights activists. The authors use primary sources such as letters to library boards, correspondence between librarians, and minutes from city council meetings to provide a well-rounded perspective. Each city and town had their own unique experiences with desegregating their library systems. Protests such as library read-ins, and even some violent responses to integration efforts are chronicled, including the stories of the Tougaloo Nine in Jackson, Mississippi (1961) and the St. Helena Four in Greensburg, Louisiana (1964).

This is a great resource for librarians, students, and scholars in understanding the role that public libraries in the South played during this contentious time in American history. It would also be of interest to the general reader interested in civil rights history. Because many of the activists mentioned in the book were also involved in other parts of the movement, the sources here provide context for the broader civil rights discussion. The authors successfully illustrate the startling realities of the lack of access for African-American community members in the early and mid-twentieth century, and highlight the strength, tenacity, and courage of the community members who took a stand to make a change. The authors provide a section with photographs from the read-ins, arrests, and other images related to the incidents mentioned in the chapters. They conclude the work with a response from the American Library Association, a bibliography, primary source notes, and an index. This book would fit well in both academic and public libraries.

Whitney Baswell
Library Associate & MLIS Student
Mississippi University for Women

To join MLA, or to renew your membership:

http://misslib.org/membership

2019 MLA Executive Board Minutes:

http://misslib.org/page-1860516